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Education 7201 T October 26, 2010

Annotations

This research focuses on the relationship between teacher gender and student achievement. Because there has been little conclusive evidence on this topic this paper investigates the relationship between student learning outcomes and the presence of women teachers in Indian classrooms. Analysis shows that male and female teachers differ in terms of their classroom management practices and their belief in students’ learning ability. In addressing this relationship the paper also investigates and includes the male-female differences in teaching practices which may mediate the relationship between teacher gender and student performance. Female teacher classrooms tend to perform better in language but there are no such benefits for mathematics. According to the data the presence of female teachers has no beneficial effect on language or mathematics achievement for young girls. What it indicates is that the benefits of female headed classrooms over male-headed classrooms may be limited to specific sub-groups of teachers such as early career teachers with fewer years of experience.

Chudgar, A., & Sankar, V. (2008). The relationship between teacher gender and student achievement: evidence from five Indian states. *Compare*, *38*(5), 627-642.

This research paper talks about the implications of Professor Dee’s paper entitled ( “ The Why Chromosome,”, research, Fall 2006) in which he states that matching teacher and student by gender will result in higher student achievement levels. They claim that it’s both impractical and undesirable to do so because most teachers are females and boys will be at a disadvantage. They feel that the difference in achievement levels can be attributed to what male teachers might be doing in the classrooms that female teachers are less likely to do. According to Lee Shulman the phrase “wisdom of practice “ refers the fact that boys and girl learn differently and male teachers also teach differently from female teachers. He claims that boys learn more when teachers talk less. Boys learn more when teachers use jokes and humor. Boys learn more when teachers are neither awed nor enraged by their anger. Boys learn more in a structured, authoritative educational environment under clear teacher control. Boys learn more when competition get them excited and learning becomes fun. Boys learn more when teachers praise and mentor them and when they believe that the teacher understands, likes and respect boys.

Kleinfeld, J., & Sax, L. (2007). Teacher gender. *Education Next*, *7*(1), 6-8.

According to the Schott Foundation for Public Education (2008),only 47% of black male students graduate from high school. The graduation rate of some cities are as low as 19%. Despite the No Child Left Behind Act (NCLB), black male students continue to perform alarmingly low in comparison to all other categories of students. This issue can only be addressed when the missing component of their education is dealt with. The problem is that there’s a disconnect in the black community between the past and present that results in children not understanding who they are in a historical and cultural context. Students fail to see themselves in the curriculum and instructions and therefore fail to make the connection between school and their individual or collective growth and development. Black male student -achievement levels can be remedied when black male self-identity is addressed in the classroom. Principals must institute culturally responsive instruction in all classrooms.

Kafele, B K. (2010, march). Teaching black male students. *Principle Leadership*, *10*(7), 76-8.

This research project examines if assigning same gender teacher influences student achievement, teacher perceptions of student performance, and student engagement. When you compare students assigned to the same gender teacher we find a significant improvement in achievement among both girls and boys. There’s also more student engagement with the teacher’s subject along with the teacher’s perception of student performance. In this study if the role that biological differences was considered we find that males outperform females at visual-spatial tasks, which are thought to complement mathematical problem-solving, while females excel at certain verbal tasks. There also exists differences in male and female brain structures and in exposure to sex hormones that appear to influence the gender specific skill advantages( Kimura1999; Halpern 2000; Lippa 2002; and Cahill 2005).The study concluded that the gender interactions between students and teachers are consequential and that it would be worthwhile to know more about why such student-teacher interactions matter.

Dee, T. (2006). Teachers and the gender gaps in student achievement. *Journal of Human Resources*, *42*(3), 529-554.

The purpose of this research is determine whether teacher effects improve academic achievement for all students, but in order to do so we must first examine how teachers promote student achievement. The U.S educational system is supposed to provide equal access to school resources and reduce inequality in achievement. The focus of the No Child Left Behind Act is to close the achievement gap and to make certain that low achievers from disadvantaged backgrounds attain academic proficiency. Therefore this research aims to see if effective teachers will increase academic achievement for all students and simultaneously close the achievement gap between male and female , minority and white , low and high socioeconomic-status students by helping low achievers perform as well as high achievers. According to research by ( Nye, Konstantopoulos, & Hedges, 2004) there is some evidence that teacher effects may increase student achievement, especially in mathematics and reading at the lower grade levels. Studies also indicate that both black and white students benefit equally from teacher effectiveness (Sanders and Rivers, 1996). The study was inconclusive on whether teacher effects influence different student groups in ways that result in additional gains for lower achieving students. But what was learned is that it is crucial in the U.S. educational system that teachers are responsive to student’s learning needs, support students’ progress and help increase academic achievements for students from disadvantaged backgrounds ( Ferguson, 1998).

Konstantopoulos, S. (2009) Effects of teachers on minority and disadvantaged students’ achievement in the early grades. *The Elementary School Journal*, *110*(1), 93-113.